

Chapter 4 – The Basics: *Determining a Rating*

The previous two chapters described the base indicators and the additional features of the system (Required Improvement, Texas Projection Measure, and the Exceptions Provision). This chapter describes how to use the indicator data results with the additional features to determine campus and district ratings. The ratings for the overwhelming majority of campuses and districts can be determined this way. Some campuses and districts must be evaluated using different procedures. See *Chapter 6 – Special Issues and Circumstances* for details about which campuses and districts are affected and how they are evaluated.

WHO IS RATED?

The state accountability system is required to rate all districts and campuses that serve students in grades 1 through 12. The first step is to identify the universe of districts and campuses that can be considered for a rating. For 2010, the universe is determined to be those districts and campuses that reported students in membership in any grades (early education through grade 12) in the fall of the 2009-10 school year. The universe is then divided into those campuses and districts to be evaluated under Alternative Education Accountability (AEA) procedures (see *Part 2 – Alternative Education Accountability (AEA) Procedures*) and those evaluated using standard procedures. Most districts and campuses identified for standard procedures receive one of the four primary rating labels (*Exemplary*, *Recognized*, *Academically Acceptable*, or *Academically Unacceptable*). Some receive a label of *Not Rated*. Rating labels and their uses are described below.

Once the universe of standard campuses and districts is established, the next step is to determine if the district or campus has TAKS results on which it can be evaluated. In order to attain one of the four primary rating labels, districts and campuses must have at least one TAKS test result in the accountability subset. The phrase “TAKS test results” refers to TAKS assessments. For the 2010 accountability cycle, this includes results of all TAKS (Accommodated) assessments.

An effort is made through the pairing process to supply TAKS results to campuses (with any grades from 1 to 12) with no students in the grades tested so that they can also be evaluated. For more information on pairing see *Chapter 6 – Special Issues and Circumstances*.

Districts and campuses that have only completion rates, only dropout rates, or only combinations of these two will not receive one of the four primary ratings in 2010. To be eligible to be *Exemplary*, *Recognized*, *Academically Acceptable*, or *Academically Unacceptable*, TAKS results are required and *only* TAKS results are required. Districts and campuses need not have data for dropout or completion indicators in order to receive a rating. Performance on any one of the TAKS subjects is sufficient for a rating to be assigned, even if only TAKS (Accommodated) results are available.

Though at least one TAKS tester (in the accountability subset) is required to be considered for a rating, some places with very small numbers of total TAKS test results may ultimately receive a *Not Rated* label. The process of Special Analysis is employed when there are very small numbers of total test takers to determine if a rating is appropriate. See *Chapter 6 – Special Issues and Circumstances* for details about Special Analysis.

Campuses and districts that close in the summer of 2010 subsequent to the end of the school year but prior to the July ratings release will receive a 2010 accountability rating assuming they meet the criteria outlined above (they reported students in membership for the 2009-10 school year and had at least one TAKS test result in the accountability subset.)

STANDARD RATING LABELS

Rating labels for districts are specified in statute. For 2010, standard campuses and districts will be assigned one of the following rating labels.

Table 4: Standard Rating Labels

	District or Charter Operator Use	Campus Use (non-charter and charter)
<i>Exemplary</i>	Used for districts or charter operators with at least one TAKS test result (in any subject) in the accountability subset. Small numbers subject to Special Analysis.	Used for campuses serving grades 1-12 with at least one TAKS test result (in any subject) in the accountability subset. Includes campuses with TAKS data due to pairing. Small numbers subject to Special Analysis.
<i>Recognized</i>		
<i>Academically Acceptable</i>		
<i>Academically Unacceptable</i>		
<i>Not Rated: Other</i>	Used for districts or charter operators in the unlikely event that there is insufficient data to rate due to no TAKS results in the accountability subset, or due to other highly unusual circumstances.	Used if the campus: <ul style="list-style-type: none"> o has no students enrolled in grades higher than kindergarten; o has insufficient data to rate due to no TAKS results in the accountability subset; o has insufficient data to rate through Special Analysis due to very small numbers of TAKS results in the accountability subset; o is a designated Juvenile Justice Alternative Education Program (JJAEP) or a designated Disciplinary Alternative Education Program (DAEP).
<i>Not Rated: Data Integrity Issues</i>	<p>Used in the rare situation where the accuracy and/or integrity of performance results are compromised and it is not possible to assign a rating label based on the evaluation of performance. This label may be assigned temporarily pending an on-site investigation or may be assigned as the final rating label for the year.</p> <p>This rating label is not equivalent to an <i>Academically Unacceptable</i> rating. The Commissioner of Education also has the authority to lower a rating or assign an <i>Academically Unacceptable</i> rating to address problems with the accuracy and/or integrity of performance results that are discovered through accountability system safeguards, Performance-Based Monitoring, or other monitoring and compliance reviews. The accreditation status of a district may also be lowered due to data integrity issues.</p> <p>The district or a campus may receive a rating of <i>Not Rated: Data Integrity Issues</i>, either temporarily or permanently, or the campus or district rating may be lowered due to data integrity problems.</p> <p>See <i>Chapter 16 – Responsibilities and Consequences</i> for more information about the circumstances that trigger this rating label.</p>	

Registered alternative education campuses (AECs) and some charter operators will receive ratings under the AEA procedures. See *Chapter 12 – AEA Ratings* for information on the AEA rating labels.

NOTIFICATION OF RATINGS (JULY 30, 2010)

Notification of campus and district accountability ratings will occur on July 30, 2010. This consists of release of the campus and district data tables and the district summary reports on TEA’s website. Ratings for both standard and AEA procedures will be released simultaneously on this date.

NOTIFICATION OF RATINGS (LATE OCTOBER, 2010)

Accountability ratings are finalized when the accountability appeals process is completed. Agency web products related to state accountability (both public and secure sites) will be updated to reflect the outcome of appeals and to add the Gold Performance Acknowledgment information in late October, 2010. See *Chapter 19 – Calendar* and *Chapter 15 – Appealing the Ratings* for more information.

USING THE DATA TABLE TO DETERMINE A RATING

In mid-July, prior to finalizing all computations necessary for accountability ratings, TEA will provide districts with access to preview data tables for the district and each campus within the district through the Texas Education Agency Secure Environment (TEASE) website.

These tables will *not* show a rating. However, using the data on the tables and the *2010 Accountability Manual*, districts can anticipate their ratings in advance of the TEA ratings release. *These preview data tables will contain unmasked data and must be treated as confidential.* That is, information that reveals the performance of an individual student may be shown.

Sample data tables (unmasked) are excerpted on the following pages to present a step-by-step explanation of how ratings are determined. The design of both the preview and final data tables may vary from the samples shown.

Table 5: Sample Data Table

This preview information is *confidential*.

Preview data tables similar to this one will be made available to districts in mid-July. Final data tables will be available on the public and secure websites on July 30th.

This indicates that this campus was evaluated under standard procedures. AECs will receive a different data table. See *Part 2 – Alternative Education Accountability Procedures*.

Status by Measure shows the level attained for each measure: meeting the standard, RI, TPM, and Exceptions. The *** column shows the final summary.

July 2010
Confidential

DISTRICT NAME: Sample District
CAMPUS NAME: Sample School
CAMPUS NUMBER: 255901001

Analysis groups used to determine ratings are marked with an 'X'.
Accountability standards are shown in parentheses.

2010 (PREVIEW) CAMPUS ACCOUNTABILITY DATA TABLES

STANDARD PROCEDURES

Campus Rating:
Grade Span: 06 - 12

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2010				2009				Required Improvement			2010 TPM				Status by Measure				
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?	Number Met w/TPM	Std w/TPM	Number Taking	Pct Met w/TPM	STD	RI	TPM	EXCP	***
Reading/ELA (70%/80%/90%)																				
X All Students	135	14				118	96%		-5			143		149	96%	EX	-	-	-	EX
African Amer	7	1				8	88%		-24			8		11	73%	-	-	-	-	-
Hispanic	3	1				4	100%		-25			4		4	100%	-	-	-	-	-
X White	124	13				105	96%		-3			133		133	98%	EX	-	-	-	EX
X Econ Disadv	42	5				49	92%		-8			50		50	94%	RE	RE	EX	-	EX
Writing (70%/80%/90%)																				
X All Students	17	19	89%	100%	13	16	81%		8					19	89%	RE	-	-	-	RE
African Amer	1	2	50%	11%	1	1	100%		-50					2	50%	-	-	-	-	-
Hispanic	1	1	100%	5%	1	1	100%		0			1		1	100%	-	-	-	-	-
White	15	16	94%	84%	11	14	79%		15			15		16	94%	-	-	-	-	-
Econ Disadv	5	6	83%	32%	5	7	71%		12			5		6	83%	-	-	-	-	-
Social Studies (70%/80%/90%)																				
X All Students	68	80	85%	100%	56	64	88%		-3			77		80	96%	RE	RE	EX	-	EX
African Amer	4	7	57%	9%	5	7	71%		-14			5		7	71%	-	-	-	-	-
Hispanic	0	1	0%	1%	1	1	100%		-100			1		1	100%	-	-	-	-	-
X White	63	71	89%	89%	49	55	89%		0			70		71	99%	RE	RE	EX	-	EX
Econ Disadv	21	29	72%	36%	25	31	81%		-9			26		29	90%	-	-	-	-	-
Mathematics (60%/80%/90%)																				
X All Students	112	144	78%	100%	92	114	81%	Yes	-3	-1	No	125		144	87%	AA	AA	RE	-	RE
African Amer	6	11	55%	8%	4	7	57%		-2			8		11	73%	-	-	-	-	-
Hispanic	2	4	50%	3%	3	4	75%		-25			3		4	75%	-	-	-	-	-
X White	103	128	80%	89%	84	102	82%		-2			113		128	88%	RE	-	-	-	RE
X Econ Disadv	33	46	72%	32%	38	47	81%	Yes	-9	**	No	39		46	85%	AA	AA	RE	-	RE
Science (55%/80%/90%)																				
X All Students	55	81	68%	100%	40	63	63%	Yes	5	**	No	60		81	74%	AA	-	-	-	AA
African Amer	1	7	14%	9%	3	7	43%		-29			1		7	14%	-	-	-	-	-
Hispanic	0	1	0%	1%	1	1	100%		-100			0		1	0%	-	-	-	-	-
X White	53	72	74%	89%	35	54	65%	Yes	9	**	No	58		72	81%	AA	AA	RE	-	RE
Econ Disadv	12	29	41%	36%	18	30	60%		-19			14		29	48%	-	-	-	-	-

** Met the minimum size requirement, but did not meet the 75% floor for Recognized.
*** Summary column: Note that RI, TPM, and EXCP may elevate the rating one level, but only one level.

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) Used in 2009?	Exceptions Applied
11	2	1	No	N/A	No

Accountability Standards are shown for each subject.

Ratings are not available on the preview tables; this area is blank.

July 2010

TEXAS EDUCATION AGENCY
2010 PREVIEW CAMPUS ACCOUNTABILITY DATA TABLES – STANDARD PROCEDURES

PAGE 2

DISTRICT NAME: SAMPLE DISTRICT
CAMPUS NAME: SAMPLE SCHOOL
CAMPUS NUMBER: 255901001

Campus Rating:
Grade Span: 06 - 12

Analysis groups used to determine ratings are marked with an 'X'.
Accountability standards are shown in parentheses.

COMPLETION RATE TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

Class of 2009						Class of 2008						Required Improvement
# Com- pleters	# Dropouts	# in Class	Comp Rate	Stu Grp %		# Com- pleters	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	41	1	42	97.6%	100%	29	29	100.0%	-	-2.4		
African Amer	0	0	0	-	0%	0	0	-	-	-		
Hispanic	8	0	8	100.0%	19%	7	7	100.0%	-	0.0		
White	33	1	34	97.1%	81%	20	20	100.0%	-	-2.9		
Econ Disadv	12	1	13	92.3%	31%	5	5	100.0%	-	-7.7		

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.
Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (1.8%)

2008-09					2007-08					Required Improvement
# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %		# Dropouts	# 7-8 Graders	Dropout Rate	Met Min Size	Act Chg	RI
All Students	0	62	0.0%	100%	0	71	0.0%	0.0	0.0	
African Amer	0	6	0.0%	10%	0	7	0.0%	0.0	0.0	
Hispanic	0	3	0.0%	5%	0	2	0.0%	0.0	0.0	
White	0	53	0.0%	85%	0	62	0.0%	0.0	0.0	
Econ Disadv	0	31	0.0%	50%	0	44	0.0%	0.0	0.0	

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

Annual Dropout Rate

Number of Dropouts – This value is the numerator used to calculate the annual dropout rate.

Minimum Size – Note that at this campus there was only one dropout, fewer than the minimum number required (5) for the indicator to be evaluated.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (1.8%)

2008-09					2007-08				
# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %	# 7 Drop	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %	# 7 Drop
All Students	1	128	0.8%	100%	0	71	0.0%	0.0	0
African Amer	1	29	3.4%	23%	0	7	0.0%	0.0	0
Hispanic	0	11	0.0%	9%	0	2	0.0%	0.0	0
White	0	87	0.0%	68%	0	62	0.0%	0.0	0
Econ Disadv	1	71	1.4%	55%	0	44	0.0%	0.0	0

To calculate the annual dropout rate, divide the *number of dropouts* by the *number of 7th and 8th graders*.

Number of 7th and 8th Graders – This value is the denominator used to calculate the annual dropout rate.

Completion Rate

To calculate the completion rate, divide the *number of completers* (in this example, 41) by the *number in the class of 2009* (42). This equals the *completion rate* (97.6%). The completion rate for this campus is within the *Exemplary* level.

Number of Completers – This value is the numerator used to calculate the completion rate. Completers are graduates and continuing students. GED recipients are *not* included as completers.

COMPLETION RATE TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

----- Class of 2009 -----

	# Completers	# dropouts	# in Class	Comp Rate	Stu Grp %	# pl
All Students	41	1	42	97.6%	100%	
African Amer	0	0	0	-	0%	
Hispanic	8	0	8	100.0%	19%	
White	33	1	34	97.1%	81%	
Econ Disadv	12	1	13	92.3%	31%	

Number in Class – This value is the denominator used to calculate the completion rate. Due to space limitations, the number of GED recipients is not shown as a separate column. These students are included in the # in Class.

Minimum Size – The *number of dropouts* and the *number in class* are used together to determine whether there are enough students for a group to be evaluated.

TAKS

Number Met Standard – This value is the numerator used to calculate percent met standard.

Number Taking – This value is the denominator used to calculate percent met standard.

Percent Met Standard – This value is the key number for TAKS: it shows what percent of the student group passed that test.

Analysis Group Marker – An 'X' to the left of a group label indicates that performance results for that group are used to determine an accountability rating because minimum size criteria were met. If no 'X' appears, then the size minimums were not met and performance results for that group are not used to determine the accountability rating. Note that 'All Students' results for TAKS are always evaluated.

Accountability standards for all levels are shown in parentheses.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

----- 2010 -----

Performance Results	Number Met Std	Number Taking	Pct Met Std	Stu Grp %
Reading/ELA (70%/80%/90%)				
X All Students	135	149	91%	100%
African Amer	7	11	64%	7%
Hispanic	3	4	75%	3%
X White	124	133	93%	89%
X Econ Disadv	42	50	84%	34%
Writing (70%/80%/90%)				
X All Students	17	19	89%	100%
African Amer	1	2	50%	11%
Hispanic	1	1	100%	5%
White	15	16	94%	84%
Econ Disadv	5	6	83%	32%

Student group percentages are shown to help explain which student groups meet the minimum size criteria for the indicator.

At this campus note that the number of African American, Hispanic, White, and Economically Disadvantaged students taking the writing test is fewer than 30. Only those groups with an "X" are analyzed for this subject. *All Students* is always evaluated if any students are tested.

Required Improvement

Campuses and districts may achieve a higher rating using *Required Improvement*. It can be applied to three base indicators: TAKS, Completion, and Dropout Rate – to raise a rating from *Academically Unacceptable* to *Academically Acceptable* or from *Academically Acceptable* to *Recognized*. All calculations for Required Improvement are done automatically by TEA, as shown below.

Performance Results	2010				2009				Required Improvement		
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?
Social Studies (70%/80%/90%)											
X All Students	253	309	82%	100%	231	293	79%		3		
X African Amer	127	151	84%	49%	134	167	80%		4		
X Hispanic	124	156	79%	50%	95	123	77%	Yes	2	2	Yes
White	2	2	100%	1%	2	3	67%		33		
X Econ Disadv	227	278	82%	90%	215	276	78%		4		

(4) This campus met Required Improvement on this measure.

(3) Finally, for each measure, the *actual change* must be greater than or equal to the *Required Improvement*. A negative number indicates performance has declined (except in the case of the Annual Dropout Rate, where it means improvement).

At this campus, all performance is at the *Recognized* standard or above for all measures except TAKS social studies.

(1) Required Improvement was applied to see if this measure could be raised to *Recognized*. First a check is made to see if the measure meets the minimum size for the prior year (at least 10 test takers). It did.

(2) Next, determine the Required Improvement: The formula is *the standard for 2010 minus the campus's performance in 2009, divided by 2*.

Texas Projection Measure

After Required Improvement has been evaluated, the Texas Projection Measure (TPM) is applied.

Performance Results	2010				2009				Required Improvement			2010 TPM		
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?	Met Std w/TPM	Number Taking	Number Met w/TPM
Social Studies (70%/80%/90%)														
X All Students	90	100	90%	100%	100	122	82%		8			97	100	97%
X African Amer	46	51	90%	51%	62	78	79%		11			49	51	96%
X Hispanic	44	49	90%	49%	36	42	86%		4			48	49	98%
White	0	0	-	0%	2	2	100%		-			0	0	-
X Econ Disadv	76	86	88%	86%	89	109	82%		6			83	86	97%

In this sample report, the school is at the *Exemplary* level for all measures except for the 88% in TAKS social studies.

The Required Improvement feature cannot be used to move to *Exemplary*.

However, after applying TPM, 97% are projected to pass. This puts them at the *Exemplary* level.

Exceptions

Campuses or districts may also be able to “gate up” to the next higher rating, even after being evaluated under Required Improvement and TPM, as long as they qualify for the Exceptions Provision. Exceptions can only be used for the TAKS indicator.

In this example, the campus was evaluated on 12 assessment measures, and is therefore allowed up to 3 exceptions to move from *Academically Acceptable* to *Recognized*. (Note that only one exception is allowed to move from *Recognized* to *Exemplary*, regardless of the number of measures evaluated.)

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) Used in 2009?	Exceptions Applied
12	3	1	Yes	No	Science - Economically Disadvantaged

After applying both Required Improvement and TPM, 11 measures are at the *Recognized* level, but one measure is still at the *Academically Acceptable* level. If *Pct Met Std* for that measure meets the floor, and if an exception was not used for it in 2009, the campus can use one of the 3 exceptions allowed.

The exception is applied and the campus is rated *Recognized*.

Status by Measure

Status by Measure shows the status of each evaluated TAKS measure, beginning with Met Standard, then after applying Required Improvement, TPM, and Exceptions.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2010				2009				Required Improvement			2010 TPM		Status by Measure				
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?	Number Met Std w/TPM	Number Taking	Pct Met w/TPM	STD	RI	TPM	EXCP ***
Reading/ELA (70%/80%/90%)																		
X All Students	253	309	82%	100%	231	293	79%		3			287	309	93%	RE	RE	EX	EX
X African Amer	127	151	84%	49%	134	167	80%		4			141	151	93%	RE	RE	EX	EX
X Hispanic	124	156	79%	50%	95	123	77%	Yes	2	2	Yes	144	156	92%	AA	-	-	RE
White	2	2	100%	1%	2	3	67%		33			2	2	100%	-	-	-	-
X Econ Disadv	227	278	82%	90%	215	276	78%		4			258	278	93%	RE	RE	EX	EX

In this example, performance is split between *Academically Acceptable* and *Recognized*. Status by Measure shows *RE* and *AA* under the STD column.

After application of RI, the status for one measure is changed to *Recognized*. Status by Measure shows *RE* under the RI column.

With TPM the outcomes improve to *Exemplary* for all measures.

However, this measure is held to *Recognized*, since it began at *AA*, and the additional features may elevate the rating one level only.

ADDITIONAL INFORMATION ON DATA TABLES

The sample shown is for a *preview* data table. These will be made available to districts on the TEASE website in mid-July. Data tables with rating labels will be released on July 30, 2010.

When applicable, messages appear on the data tables to help explain the rating or the data shown. The preview data tables will include messages regarding the following:

- *Pairing.* Any standard campus with enrollment within grades 1-12, but no students tested on TAKS will be paired for accountability. A message will indicate the campus with which it is paired.
- *Special Analysis.* Campuses and districts with small numbers of total students tested may be subjected to Special Analysis to determine the rating. A message will state if Special Analysis was used. This message does not necessarily mean a rating will be changed from the outcome indicated by the data. See *Chapter 6 – Special Issues and Circumstances* for details.

The following are additional items not present on the preview that will be added to the data tables on July 30th or to the updated tables released in October.

- *Accountability Ratings.* (A list of possible rating labels is shown in *Table 4* in this chapter.)
- *Additional Messages.* These messages appear in the top section of the data table when applicable:
 - Rating Change due to Appeal. (*campus or district*)
 - Rating is not based on data shown in the table. (*campus or district*)
 - District rating limited to *Academically Acceptable* due to having one or more *Academically Unacceptable* campuses. (*district only*)
 - District rating limited to *Academically Acceptable* due to exceeding threshold for underreported students. (*district only*)
 - Rating changed after [date] due to Data Integrity Issues. (*campus or district*)
 - Special Analysis used. Exception applied for [subject - student group] (*campus or district*)

MASKED DATA

Performance posted to the public website is masked when there are fewer than five students in the denominator of the measure. Additionally, all performance at or near 0% or 100% is masked. It is necessary to mask data that potentially reveals the performance of every student to be in compliance with the *Family Educational Rights and Privacy Act* (FERPA).

SYSTEM SUMMARY

The following tables summarize the 2010 system. *Table 6* provides an overview of the requirements for each rating level. A district or campus must meet the criteria for every applicable measure to be rated *Exemplary*, *Recognized*, or *Academically Acceptable*; otherwise the next lower rating is assigned.

To receive a rating of *Recognized* or *Exemplary*, districts cannot have any *Academically Unacceptable* campuses. In addition, *Recognized* and *Exemplary* districts must not have excessive underreported students. See *Chapter 3* for details.

Table 7 is a single-page overview that provides details of the 2010 system, with the base indicators listed as columns. For each of the indicators, users can see brief definitions, the rounding methodology, the accountability subset methodology, the standards, minimum size criteria, subjects and student groups used, application of Required Improvement, the Texas Projection Measure and the Exceptions Provision.

Table 6: Requirements for Each Rating Category

	Academically Acceptable	Recognized	Exemplary
Base Indicators			
TAKS (2009-10)* <ul style="list-style-type: none"> All Students <i>and each student group meeting minimum size:</i> <ul style="list-style-type: none"> African American Hispanic White Econ. Disadvantaged <i>* TAKS (Accommodated) included for all grades and subjects.</i>	Meets each standard: <ul style="list-style-type: none"> Reading/ELA ... 70% Writing 70% Social Studies.. 70% Mathematics 60% Science..... 55% OR Meets Required Improvement OR Meets standard with TPM	Meets 80% standard for each subject OR Meets 75% floor and Required Improvement OR Meets standard with TPM	Meets 90% standard for each subject OR Meets standard with TPM
Completion Rate I (Class of 2009) <i>(if meets minimum size)</i> <ul style="list-style-type: none"> All Students African American Hispanic White Econ. Disadvantaged 	Meets 75.0% standard OR Meets Required Improvement	Meets 85.0% standard OR Meets floor of 75.0% and Required Improvement	Meets 95.0% standard
Annual Dropout Rate (2008-09) <i>(if meets minimum size)</i> <ul style="list-style-type: none"> All Students African American Hispanic White Econ. Disadvantaged 	Meets 1.8% standard OR Meets Required Improvement	Meets 1.8% standard OR Meets Required Improvement	Meets 1.8% standard OR Meets Required Improvement
Additional Provisions			
Exceptions <i>(See Chapter 3 for more details.)</i>	May be applied if district/campus would be <i>Academically Unacceptable</i> due to not meeting <i>Academically Acceptable</i> criteria.	May be applied if district/campus would be <i>Academically Acceptable</i> due to not meeting <i>Recognized</i> criteria.	May be applied if district/campus would be <i>Recognized</i> due to not meeting <i>Exemplary</i> criteria.
Check for Academically Unacceptable Campuses (District only)	Does not apply to <i>Academically Acceptable</i> districts.	A district with a campus rated <i>Academically Unacceptable</i> cannot be rated <i>Recognized</i> .	A district with a campus rated <i>Academically Unacceptable</i> cannot be rated <i>Exemplary</i> .
Check for Underreported Students (District only)	Does not apply to <i>Academically Acceptable</i> districts.	A district that underreports more than 150 students or more than 4.0% of its prior year students cannot be rated <i>Recognized</i> .	A district that underreports more than 150 students or more than 4.0% of its prior year students cannot be rated <i>Exemplary</i> .

Table 7: Overview of 2010 System Components

	TAKS and TAKS (Accommodated)	Completion Rate I	Dropout Rate	
Definition	Results (gr. 3-11) for TAKS and TAKS (Accommodated) summed across grades by subject. ELA & reading results are combined. Cumulative results used for first two administrations of grades 5 & 8 reading and mathematics.	Graduates and continuers expressed as a % of total students in the class.	Gr. 7 and 8 dropouts as a % of students who were in attendance any time during the prior school year.	
Rounding	Whole Numbers	One Decimal		
Standards	Exemplary:All Subjects≥ 90% Recognized:All Subjects≥ 80% Acceptable:Reading/ELA/Writ/Soc St.....≥ 70% Mathematics≥ 60% Science≥ 55%	EX: ≥ 95.0% RE: ≥ 85.0% AA: ≥ 75.0%	EX: ≤ 1.8% RE: ≤ 1.8% AA: ≤ 1.8%	
Mobility Adjustment (Accountability Subset)	District ratings: results for students enrolled in the district in the fall and tested in the same district. Campus ratings: results for students enrolled in the campus in the fall and tested in the same campus.	None		
Subjects	Reading/ELA gr. 3-11 Writinggr. 4, 7 Mathematics gr. 3-11 Social Studiesgr. 8, 10, 11 Science.....gr. 5, 8, 10, 11	N/A		
Student Groups	All Students & Student Groups: African American Hispanic White Econ. Disadvantaged	All Students & Student Groups: African American Hispanic White Econ. Disadvantaged		
Minimum Size Criteria for All Students	No minimum size requirement—special analysis for small numbers	≥ 5 dropouts AND ≥ 10 students		
Minimum Size Criteria for Groups	30/10%/50	≥ 5 dropouts AND 30/10%/50		
Required Improvement (RI)				
Actual Chg	2010 minus 2009 performance	Class of 2009 rate minus Class of 2008 rate	2008-09 rate minus 2007-08 rate	
RI	Gain needed to reach standard in 2 years			
Use	As a gate up to Academically Acceptable or Recognized			
Floor	≥ 75% for Recognized, no floor for Academically Acceptable	≥ 75.0% for Recognized	No floor	
Minimum Size	Meets minimum size in current year and has ≥ 10 students tested in prior year	Meets min. size current year and has ≥ 10 in prior year class.	Meets min. size current year and has ≥ 10 7 th – 8 th grade students the prior year.	
TPM	Applies to TAKS measures only		TPM is Not Applicable to Completion Rate or Dropout Rate	
Definition	Estimate of whether a student is likely to pass a TAKS test in a future grade. “% Passing w/ TPM” includes those projected to pass as passers.			
Subjects	All except: gr. 7 Writing; gr. 11 All Subjects			
Use	As a gate up to Acceptable, Recognized, or Exemplary			
Exceptions	Applies to TAKS measures only		Exceptions are Not Applicable to Completion Rate or Dropout Rate	
Use	As a gate up to Acceptable, Recognized, or Exemplary			
Floor	Academically Acceptable	Recognized		Exemplary
R/ELAW/SS	65%	75%		85%
M/Sc	55% / 50%	75%		85%
Number of Exceptions Allowed	1 – 4 measures evaluated..... 0 allowed 5 – 8 measures evaluated..... 1 allowed 9 – 11 measures evaluated..... 2 allowed 12 – 15 measures evaluated..... 3 allowed 16+ measures evaluated..... 4 allowed	If 10 or more measures, one exception allowed		